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ABSTRACT

The Redirected Homemakers Project began in August, 1979, as a program to aid displaced homemakers in the assessment and development of skills which could be translated into meaningful, salaried work. The project operated within the office of Community Education of the Austin (Texas) Independent School District. Within the structure of the school district, more than 400 women were served in a 12-month period through classes, counseling, job development, job placement, and referral services--all at no cost to the clients. This publication describes the Redirected Homemakers Project from idea through conception, proposal writing, program development and implementation, funding efforts, and evaluation, with emphasis on how the reader can use the experiences incurred in the Austin project to implement a similar project of community education, regardless of the aim or client population of such a project. Following introductory comments about displaced homemakers and the Austin Redirected Homemakers Project, the guide is divided into seven chapters covering staffing, providing services for displaced homemakers, community education and redirected homemakers, start-up of the project, assessing needs, developing community support, and project evaluation. Throughout the chapters, "On Your Own" sections offer concrete suggestions to the reader on methods of putting into practice the experiences of the Austin project. Appendixes to the document include materials used to recruit clients into the program, client intake forms, sample programs, and a bibliography of sources about displaced homemakers. (KC)

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COMMUNITY EDUCATION PROVEN PRACTICES

Services To Displaced Homemakers

Developed persuant to Grant No. G00-8006692 by the Austin Independent School District.

Lester Haines, Project Director

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U. S. Department of Education
Office of Vocational and Adult Education

CE 030 948

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FOREWORD

The Community Schools and Comprehensive Community Education Act of 1978 provides grants to local educational agencies (LEA) for the purpose of furthering the concept of community education nationally. The intent of this legislation is carried out by awarding grants to outstanding projects with unique or innovative community education aspects. Our hope is that these effective practices and processes will be copied in communities wishing to start or strengthen a similar aspect.

During the last two years, a primary goal of the Community Education Program has been to make quality materials available to those individuals and organizations interested in developing community education. The Program has not only produced packages about community education, but through an intensive dissemination strategy, has informed the public about the products.

One important part of the Program's strategy has been to put the information gathered into the hands of those interested. The Program has identified and supported State department of education and local educational agency projects that propose to develop community education areas or practices that might be copied by other projects across the nation. The Community Education Program allocates many resources and personnel to assure the best results from the grantees. When strong projects emerge, we attempt to make as many people as possible aware of those exemplary programs. We feel that making these findings from outstanding programs available is as critical as the production of quality educational materials.

The Program staff believes this strategy will result in greater use of quality community education practices. This strategy will provide opportunities to test and fit innovative practices into a particular situation, and establish community education as a part of other on-going programs.

Previously, the Program assisted eleven projects to develop materials, create national awareness, and assist others to adapt and/or adopt. This year, 1980-81, twenty-five additional projects have been targeted to develop more materials.

In order to aid grantees to implement this mission of furthering community education, provisions were made for each grantee in 1980-81 to develop a publication. This series of publications is entitled Community Education--Proven Practices II. Each publication deals with a specific aspect of a community education program. The documentation provides, in detail, the community education process used to implement the subject area. These publications are designed to assist in the adaptation of the topic area by another community.

All local community education projects funded contain the required minimum elements as part of their community education program. In addition, all projects funded meet the criteria as published in the regulations governing the Community Schools and Comprehensive Community Education Act of 1978. Therefore, the topic area being documented by each project in the Proven Practices II is just one of the required community education aspects contained within the project. The subject of each publication has been identified as the unusual component of the total community education program.

Many of the publications in this series address traditional community education elements such as citizen participation and interagency cooperation and coordination. However, other publications address the total community education process and its use in providing needed community services which impact on many communities today.

These publications include such subjects as child abuse, programs for dropouts and use of excess school space. Each of them shows how the basic ideas of the community education process are used to positively affect these troubled areas.

An attempt has been made to make the series as easy to read as possible for those interested in copying the subject area in their own community. Each booklet describes the administrative design, and the community education process used to implement the topic area. Problems, defeats, and outcomes reached are addressed. Each one should be complete within itself.

A good understanding of the publication is recommended in order to duplicate the subject area. Should you have questions concerning the information presented, you should not hesitate to contact the project director for further information and clarification.

State departments of education are equipped to help anyone wishing to use the booklets of this series locally. Personnel at the Centers for Community Education are also available to provide help.

A list of booklets developed in the Community Education--Proven Practices II series starts on the following pages. The publications may be obtained by writing to the address shown below.

We are continuing to provide support to LEA grantees in the future for this type or similar activity. Therefore, we would appreciate your comments and suggestions regarding these publications. I hope that they are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi
Director
Community Education Program
U.S. Department of Education
Regional Office Building, Room 5622
7th and D. Streets S.W.
Washington, D.C. 20202

5

Community Education Proven Practices II

FEDERALLY FUNDED
LOCAL COMMUNITY EDUCATION PROJECTS

ADDRESSING THE NEEDS OF ADOLESCENTS - Ossining Union Free School District, Ossining, New York

ADMINISTRATIVE PROCESS FOR URBAN COMMUNITIES - Community School District #3, New York City Board of Education, New York, New York

ALTERNATIVES TO SUSPENSIONS, EXPULSIONS AND DROPOUTS - Brooks County Board of Education, Quitman, Georgia

A PROCESS FOR THE URBAN COMMUNITY - Community School District #4, New York City Board of Education, New York, New York

BUILDING COMMUNICATIONS NETWORKS - Community Relations, Salem Public Schools, Salem, Oregon

DEVELOPING A COLLABORATIVE NETWORK - Stamford Board of Education, Stamford, Connecticut

FOR PARENTS AND KIDS SAKE (PREVENTION OF CHILD ABUSE AND NEGLECT PROGRAM) - Poway Unified School District, Poway, California

FUNCTIONS OF A COUNTY-WIDE COUNCIL - Comal Independent School District, New Braunfels, Texas

INVOLVING THE NONENGLISH SPEAKING COMMUNITY - Community School District #2, New York City Board of Education, New York, New York

LEADERSHIP ROLE FOR TEENS - Elmira City School District Board of Education, Elmira, New York

LOCAL COMMUNICATIONS SYSTEM - Madison Local School District, Madison, Ohio

LOW INCOME CITIZEN INVOLVEMENT - Weld County School District, Ft. Lupton, Colorado

OLDER ADULTS IN THE SCHOOLS - Cajon Valley Union School District, El Cajon, California

PARENTS AS PARTNERS IN EDUCATION - Pike County Board of Education, Troy, Alabama

POOLING RESOURCES (AGENCIES WORKING TOGETHER) - Gloucester City Department of Community Education, Gloucester, Virginia

PROGRAMMATIC AND FISCAL IMPACT - Newton Community School, Newton Centre, Massachusetts

PROVING PARTNERSHIPS PAY (COST EFFECTIVENESS) - Gloucester City Department of Community Education, Gloucester, Virginia

PUBLIC AND PRIVATE SCHOOLS WORKING TOGETHER - Freeman Public School, Freeman, South Dakota

PUBLIC RELATIONS STRATEGIES FOR RURAL COMMUNITIES - Alamogordo Public School, Alamogordo, New Mexico

RURAL/HISPANIC COMMUNITY- Chama Valley Independent School #19, Tierra Amarilla, New Mexico

SERVICES TO DISPLACED HOMEMAKERS - Austin Independent School District, Austin, Texas

STRUCTURE FOR COOPERATIVE EFFORTS - Richland County School District #2, Columbia, South Carolina

TEAM LEADERSHIP DEVELOPMENT - Tucson Unified School District #1, Tucson, Arizona

UNDERREPRESENTED GROUPS IN RURAL SETTING - Charles City County Public School System, Charles City, Virginia

USE OF EXCESS SCHOOL SPACE - Upper Arlington Board of Education, Upper Arlington, Ohio

INTRODUCTION

Who Is A Displaced Homemaker?

According to the funding guidelines for the Redirected Homemakers Project, a displaced homemaker is a person who has worked without pay as a homemaker and who:

- -has lost family income because of illness, separation, abandonment or death of spouse.
- -is not employed.
- -is employed part-time but wishes to work full-time.
- -wants to get a better job in a traditional or non-traditional area.

Traditional assistance programs are not available to displaced homemakers. They do not qualify for social security or unemployment because they were not paid for their work in the home. If their children are grown, they cannot get Aid to Families of Dependent Children (AFDC). A great number have been out of the job market for years; some may never have worked for pay. Those who have been employed find that traditional minimum wage jobs are not adequate to house and feed their families. Because they are women and may be older, they are often discriminated against when they look for a job. Many feel they have no place to turn and begin to question their self worth.

TABLE OF CONTENTS

Introduction	Who is a Displaced Homemaker?
Background	The Austin Redirected Homemakers Project
Chapter 1:	Staffing - Strength in Numbers
Chapter 2:	From Idea to Reality: Providing Services for Displaced Homemakers
Chapter 3:	Community Education and Redirected Homemakers
Chapter 4:	Start-up
Chapter 5:	Assessing Needs
Chapter 6:	Developing Community Support
Chapter 7:	If We Had It To Do Over Again . . .
Appendix	
Bibliography	

BACKGROUND

The Austin Redirected Homemakers Project

The Redirected Homemakers Project began in August, 1979 as a program to aid displaced homemakers in the assessment and development of skills which could be translated into meaningful, salaried work. The project operated within the office of Community Education of the Austin Independent School District, Austin, Texas. It was within the structure of a school district that over 400 women were served in the twelve-month period through classes, counseling, job development, job placement, and referral services -- all at no cost to the client.

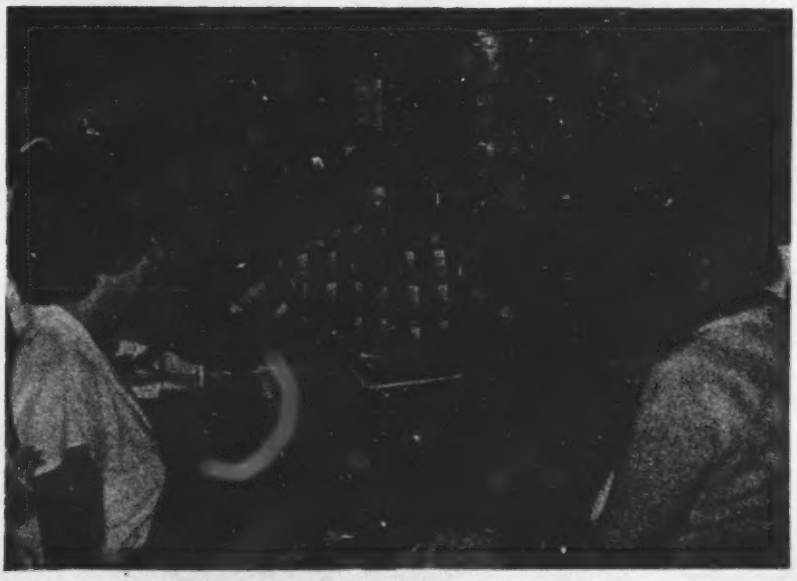
The fact that a displaced homemaker project is housed in a community education setting, within the structure of a school district, gives it a unique focus. This in turn enhances its visibility as a model program for others to follow. The project was initially funded by a grant from the Texas Education Agency's Vocational Homemaking Department and was staffed by a full-time project facilitator, a half-time client advocate and a half-time secretary. In January, 1980, the project acquired an intern from a local university (St. Edward's University) under the University Year for Action Program.

This manual traces the efforts, strategies, problems and successes of Redirected Homemakers in securing funds and implementing the project. It presents information on how to begin or expand a project such as this one, whether or not the setting is a community education program. This product is designed for use by community education programs, school districts, community colleges, social service agencies, women's organizations, and individuals interested in serving displaced homemakers. In addition, it can be of assistance to displaced homemakers who are trying to initiate service in their communities.

Getting a project off the ground requires a better than average idea, good timing, motivation and creativity. It takes commitment on the part of everyone involved to see it through. People often think that once a project is funded, the major problems are over, because the whole issue of funding takes so much time and energy. But the problems are not over; they simply move to a new arena. For any project to be a success, those who put it together must be prepared for roadblocks all along the way, and must be ready for the fight it takes to keep obstacles at a minimum. This is especially true when the project is new in concept and new to the community.

One reason the project succeeded was because project staff had extremely high commitment to the cause. No matter what barriers the system set up, they plowed on, and that is crucial to the overall success of any program. They were definitely the new kids on the block and had to prove themselves. Sure they made mistakes -- but they learned from them and used those learning experiences to their benefit instead of feeling defeated.

Lester Haines
Project Coordinator
Community Education Program
Austin Independent School District



People assumed Flynn and I had been working together for years. The reason it seemed that way was because I was working with someone who was also committed to the idea. Working with someone who cares makes all the difference.

Ann Finch
Project Facilitator
Redirected Homemakers

CHAPTER 1

Staffing - Making a Commitment

Commitment is what gives you strength to accomplish the task that lies ahead. It's not easy being the "new kid on the block," but it's a lot easier when someone else is new with you. The action of striking out to do something that hasn't been done before to which you are both committed, provides the opportunity for a strong and potent learning experience.

That's how it was for Ann Finch and Flynn Nogueira when they began turning their idea into reality. Their idea: a displaced homemaker center in which clients would have the opportunity to enhance employability skills and pursue the kinds of jobs they wanted; one in which clients would be exposed to role models and non-traditional job opportunities; one in which clients would not have to pay for classes, job information and assertiveness training.

It was January and both women had been searching since fall for funds for such a center. They didn't know each other at the time nor did they know both were trying to do the same thing. They didn't know, that is, until Pat Lindley from the Texas Education Agency (TEA) said, "Call her, Introduce yourself. She's trying to do the same thing you are!"

When the two met, they realized that their combination of skills would accomplish the task more quickly and with longer-lasting results. And so, for the next six months, they worked together, without pay, researching the community for money and a place to house the project. Once they identified a funding source and possible sponsors, they wrote the proposals, designing the project as they felt it would work best. The design was based on their studies of other displaced homemaker centers and personal experience.

In August they received funds.

Most people who watched them during that first year, if asked for impressions, will comment on the amount of energy and commitment they say the women put into the project. Finch became the full-time project facilitator and Nogueira the half-time client advocate. The school district assigned them the titles which clearly fit their respective roles. The project facilitator handled the project's administrative tasks and the client advocate kept in constant contact with clients, teaching

classes and providing counseling. Both were skilled and willing to interchange duties if necessary. For example, when the client advocate couldn't teach a class, the project facilitator would. When the project facilitator was busy speaking before community groups or appearing on local television talk shows, the client advocate did payroll. When a babysitter was needed for a woman's child or children at one of the classes, both would go. One would teach and the other babysit.

They decided to call the project "Redirected Homemakers" because they felt the word "displaced," although recognizable by now, held a negative connotation. Moreover, they felt their goal was to help redirect the lives of their clients. For them, a client's displacement was a temporary state; it was the redirection on which they wanted to focus.

It must be pointed out that each stage of the project's development followed the steps involved in the community education process. In fact, it seemed the most natural, sensible way of implementing the program. In other words, assessing and prioritizing needs, identifying resources, speaking to groups and evaluating their decisions became an on-going process that was integrated into the project from the start. This is one reason why Redirected Homemakers fit so well in the community education setting -- the manner in which Redirected Homemakers operated was based on the same method of operation used by Community Education.

In addition, Community Education helped to make the project a recognized and respected program in the community. It wasn't easy convincing people that "older" women were responsible employees worthy of a chance. (The idea is still new to many.) But the fact that the voices were coming from an established, credible institution (i.e., the school district and Community Education), made the job easier. When speaking to groups for the first time, it was beneficial for the staff to say, "I am from Community Education which is part of the Austin Independent School District and what I have to say affects our community."

The fact that the project was housed in a school district within a program already geared to meeting the needs of the community, gave Redirected Homemakers the credibility it needed.

As A Staff Member

If you are planning to implement a project such as Redirected Homemakers, recognize that it takes time and commitment. Be aware of the fact that you cannot succeed with every client--some will call with the most desperate problem that sends you searching for days and not call back; others will not respond to your services; still others will expect you to do it all and refuse to take responsibility for redirecting their lives.

Anytime you implement ideas that are not readily acceptable, you will meet resistance. Therefore, you must associate yourself with an organization whose goals are similar to yours and whose credibility is established. Otherwise, your job becomes twice as difficult because you must spend energy on tasks that take away from your true objectives.

Community Education provided the credibility and process that assisted Redirected Homemakers in meeting the challenges and roadblocks all along the way. Under the umbrella of Community Education, Redirected Homemakers was able to feel more secure in selling the idea to people who formerly wouldn't have listened.

ON YOUR OWN . . .

Implementing your projects:

- *Work with what is available in your community and build from there.*
- *Don't become defensive if the community or system in which you are housed doesn't support you wholeheartedly in the beginning.*
- *Work to involve the system and the community in your efforts. This is one of the best ways to create a positive awareness of the concept and your means of implementing it.*
- *Learn from your rejections and disappointments -- maybe your approach needs changing.*
- *Be prepared for burnout -- the point at which you feel you don't care anymore. When this happens, see to it that you have someone to talk to.*
- *Be persistent. When someone tells you "No" or "That won't work," find someone who sees the advantages to doing it that way and convince them to say, "All right, you can try."*
- *Commitment on the part of the staff must be an integral component to keeping a project like Redirected Homemakers in operation. Without it, breakdowns are inevitable.*

To Speak or Not to Speak . . .

I'll never forget the night we went together to speak before a local community service group composed of young males. I think we were the first females who had ever entered their clubhouse and they didn't know what to think of us -- especially when we told them what we did. Well, we explained about the project and said we were a source of mature employees who wanted to work and could be depended upon to remain on the job. They looked at us like we were crazy. When it was over, their comments followed us out the door.

"Too bad they didn't have any football jokes."
"Well, at least they had good looking legs."

CHAPTER 2

From Idea to Reality

Based on their experience, the Redirected Homemakers staff discovered that a project such as theirs goes through several stages of development:

Stage 1 -- Awareness
Stage 2 -- Proposal Writing
Stage 3 -- Start-Up
Stage 4 -- Implementation and Evaluation

The staff also found that one stage does not exist in a vacuum. For instance, the skills and knowledges gained from stage one transfer to the actual proposal writing in stage two.

By the time the staff had reached stage four, the skills and knowledges they had gained from the first three stages aided them greatly in knowing what would and wouldn't work for the project. In this manner, they were able to test, change, and experiment with new approaches and strategies.

Note that these stages can be generalized to other projects in which people brainstorm an idea, seek out funds and a sponsor, and turn the idea into reality.

Locating a Funding Source

You've got an idea and it's the best around -- right? So, what do you do with it? Tell someone about it; write it down; get someone to finance it so you can try it out? The answer -- all of the above.

First, make people aware of the idea. This generates interest and gives you the information you need concerning possible funding sources and places to house the project. You must research the community to find out who funds projects such as yours, whether it be on a local, state or national level. And as you gather information, listen closely to what people tell you -- in other words, follow the leads, no matter how farfetched they may seem.

During the awareness stage, the staff of Redirected Homemakers talked with as many people as possible in social service agencies, women's organizations, the community college, federally funded job training programs and the community education program. The more they talked, the more information they gained.

This initial research turned up two possible funding sources; the local CETA prime sponsor and the Vocational Homemaking Department of the Texas Education Agency. The staff took advantage of both leads and met with agency heads in each organization to find out the amount of funds that would be available, the deadlines, proposal guidelines and eligibility requirements. In each case, staff had a typed summary of the project's goals and objectives to give to the sources.

Some community organizations/groups you might contact during the Awareness Stage are listed below:

School district
SER Job Bank
Local human resources dept.
YWCA
Local women's center
Urban League
Local assoc. of women lawyers
Major businesses
County commissioners
City Council
State education agency
CETA
Family counseling centers
Local college or university programs for older adults
League of Women Voters
Commission on the Status of Women
Local women's political caucus

For Redirected Homemakers, the awareness stage resulted in awareness for all involved: the women who wanted the project funded, potential funding agents and social service organizations, and community groups who worked with displaced homemakers. The contacts made during this period gave them visibility and valuable information as to the resources they could look to for assistance during the implementation stage. In addition, these initial community contacts gave the two staff members more confidence that their idea was better than average; that there was a need which was not being met; and that the time for implementation was now. The skills learned in stage one became a valuable source of information for stage two.

ON YOUR OWN . . .

Identifying A Funding Source:

Funding a project requires political strategy, commitment, good salespersonship, good luck, good timing, planning, hard work and perseverance. Remember:

.Arrange to meet with potential funding sources. Personal contact is preferable. Make your appointments with the person in charge.

.If one source you had counted on doesn't work out, get information from that source as to others in the community who would be a possibility. Turn your negative experiences into positive leads.

.Take a typed summary of the project with you which outlines briefly and concisely the goals, number of staff, duration and method of operation.

.Know in dollars how much you need to make the project work and be prepared to discuss the budget in detail.

CHAPTER 3

Writing The Proposal To Community Education

I'm not overly sympathetic to causes, but the reason I supported Redirected Homemakers was because the overall intention of Community Education is to facilitate services of need to people in the community and to assist the school district in meeting its objectives for K-12. I felt like this project fulfilled those intentions. In addition, no one else in the community was providing those services and there was a need. I felt like we had enough energy and staff to expand our Community Education program and include an additional project. Had Ann and Flynn come in the office with no idea of how the project would work or had no staff identified, I would not have consented.

Lester Haines

In following all the leads, Finch and Nogueira became aware of the possibility of housing the project in the Community Education office. The people and organizations to whom they had spoken initially were not interested in housing Redirected Homemakers because of the fact that it was not a money-generating idea. Services were free to clients, according to the way Finch and Nogueira had designed the project. Clients could receive counseling and attend classes and receive referral services at the expense of the project and this was not appealing to many community organizations, except for Community Education.

"They were sales people and sold their project from the day they walked into this office, says Haines. "They sold not only the project, but the plight of the project as well."

The term "community education" refers to a process of community involvement in neighborhood problem-solving, while the term "community school" means a public school designed to house educational, recreational, cultural and social service programs. Community education in Austin encompasses all these concepts, combining the elements into patterns compatible with individual communities. Because of the Austin's metropolitan size, community education is neighborhood-based. The term "neighborhood" in this context means a geographic area with a distinct identity, as defined by tradition and/or geographic characteristics, with approximately 10,000 to 25,000 residents. People have found that in communities of this size, it is possible for individuals to have an identity and a sense of belonging. Thus in Austin,

community education is a coalition of community residents and resources directed at improving the quality of neighborhood life by increasing opportunities for education through community development.

When Redirected Homemakers completed Stage Two and submitted their proposal, they did so through the Community Education program of the Austin Independent School District. They applied for federal funds through the Texas Education Agency's Vocational Homemaking Department--all non-traditional routes for a program such as this. When the grant was awarded, the staff implemented the project at each of the community schools in Austin. Throughout the implementation stage, they offered services at eight different locations in surroundings familiar to clients.

As they began working in the system, they recognized the advantage to implementing a project such as theirs through community education. They would be able to serve more clients throughout the city and thereby appeal to a wide distribution of women at differing social, educational and economic levels.

ON YOUR OWN . . .

Housing the Project

Find an organization that knows the community, recognizes its needs and plays an active role in its development. Look for an organization that lends credibility to the program. For example, Redirected Homemakers was housed within the structure of a school district which was invaluable in making successful business contacts.

Think about what you need in terms of location or locations and space, (e.g., Will one room suffice or do you need more space for private counseling? Should the program be located in one central location or in several locations throughout the city?)

Proposal Writing

The information on the following pages is designed to assist you in the proposal writing stage of your project when you must not only write the proposal, but also locate funds and a place to house the project. The information below is intended to give you specific pointers as you write the proposal. The sheet "Awareness: Funds and a Place" is designed as a recordkeeping devi e on which you can record the names of people and places you contact as you search for money and a place to house your project.

When you write a proposal, do so according to the guidelines of the funding agent. As you research and write, keep these points in mind. Examples from the Redirected Homemakers' proposal are included in the information.

Goals: The overall goal statement says what impact the project will have. It states what you want to happen in the end.

> *To aid displaced homemakers in the assessment and development of skills which can be translated into meaningful salaried work.*

Objectives: The objectives describe specific, immediate outcomes. Objectives are what you will eventually evaluate, so when you write them, think through how they will be evaluated. Remember that objectives are action statements. Below are two objectives from the Redirected Homemakers' proposal.

> 1) *To appoint a seven-member advisory council which shall be composed of community leaders, business leaders, educational training leaders, and community persons by August 15, 1979.*
>
> 2) *To work with local employers to develop ten new jobs for former displaced homemakers by June 30.*

Problem Statement or Need Statement: Avoid assumptions. For every fact statement you make, have facts to back it up. Document the need. How do you know the need exists? Don't assume everybody knows about it.

> *The Texas Employment Commission reports that over 58% of all women placed during a six-month period in 1977 were earning less than $2.50 an hour. These figures are a stark reminder of the fact that women have traditionally and are currently employed in lower paying clerical, sales, and service jobs.*

Methodology: Take the reader through your project step by step. Describe the activities you will utilize to reach your goal. Tell why you have chosen these methods. Why will they work?

> *Each client who enters the Center will be assessed on an individual basis to determine needs . . . Personal counseling will be facilitated through use of our client advocate using the processes of individual and group session.*

Evaluation: Evaluations can serve two purposes: 1) to determine how effectively you have reached your objectives, and 2) to determine, what changes and adjustments must be made within the project. Remember that measurable, specific objectives allow you an effective evaluation. If you are having difficulty evaluating your program, check your objectives.

Budget: Too often budgets are left to the last. Take time with yours. Find out how much is available and then decide what you need. Budgets are usually cut, so it's a good idea to give yourself some padding. Some questions to ask as you outline the project: How many staff members are needed? Is everyone full-time? Will I include money to hire outside resource people? Will I need funds for postage, telephone, printing, materials, equipment, office space? What in-kind contribution can I expect from the organization which has agreed to house the project? For what indirect cost will the organization require reimbursement?

ON YOUR OWN . . . Awareness: Funds and a Place

Below is a chart on which you can identify possible funding sources that are in your community. Use the chart to keep a record of the contacts you've made or as a brainstorming activity to identify individuals and organizations you should contact.

ORGANIZATIONS

Name	Contact Person	Phone	Contact Date	Feedback

INDIVIDUALS

Name	Affiliation	Phone	Contact Date	Feedback

*Indicates the contact could be a housing agent for the project as well.

CHAPTER 4

Stage Three -- Start-Up

You're Funded

This chapter outlines the major tasks Redirected Homemakers carried out during the first three months of operation. The project was designed around three basic components: 1) classes and counseling devoted to coping and making clients aware of how to become self-sufficient, independent women; 2) classes on how to find employment and 3) referral services to local employees and agencies.

The first three months of any project are crucial. During this start-up period, staff must focus on making the program visible to clients, the business community and local agencies. In the case of Redirected Homemakers, the staff performed a number of major tasks that helped the project get off to a strong start. These tasks corresponded to the project's three components described above. Project staff:

- .advertised the project with a large mailout to recruit clients.
- .contacted people in the Community Education program to make them aware of the project and asked for their support.
- .designed a record-keeping system.
- .received front-page coverage in one of the sections of the newspaper.
- .co-sponsored a workshop for women who wanted to re-enter the job market.

During the first week, the staff designed and wrote a one-page brochure, and included it in Community Education's fall mailout, which reaches over 5,000 citizens. The brochure recruited clients and created program awareness. It described, in a personal manner, who displaced homemakers are and what services Redirected Homemakers offered. The back listed the two sets of classes which were offered initially, "What's Happening to Me?" and "I've Got to Work." The brochure was printed in both English and Spanish. (Appendix A)

Simultaneously, staff contacted the campus coordinators who were in charge of each community school, to let them know that Redirected Homemakers was now a part of Community Education and that their support was needed. It was through the campus coordinators that all arrangements were made for any activities that happened, whether they were classes, special events, job training or publicity.

The degree to which Redirected Homemakers impacted in each neighborhood had a great deal to do with the amount of support that came from the campus coordinators. Looking back, staff felt they should have developed a stronger network of communication with the coordinators. But, the fact that they were operating a project in eight different locations with one-and-a-half staff members made it difficult. However, the fact remains that the project gained awareness and support in those community neighborhoods where campus coordinators supported and advertised the project. In the beginning, staff met resistance when they tried to implement the project at the different campuses. For example, when the first announcement of the project was to go out in the Community Education brochure, it took an order from the Community Education coordinator to make sure coordinators complied and put the announcement in their brochures. Take note that the resistance was understandable, at first. Coordinators felt the project was one more job they had to do. It was the staff's responsibility, therefore, to demonstrate to the coordinators through classes and special projects that Redirected Homemakers could strengthen the coordinators' program by involving a segment of the population that had not been a part of community education. This effort worked on some campuses, but not all.

Up until the time Redirected Homemakers became a part of Community Education, our statistics showed little involvement of people that age. We didn't have programs that met their needs. We had good programs but not the kind that dealt with the emotional needs of people.

Johnnie Cavanaugh
Former Community Staff Liaison
Former Member Texas State Council
For Community Education

When Redirected Homemakers was implemented at Cook Community School, we made contact with a whole different group of people we had not involved previously. The response justifies the fact that the project was meeting the needs of people in this neighborhood.

Ray Evans
Campus Coordinator
Cook Community School

As the project got underway and people started calling, the staff designed a one-page information sheet they used during initial interviews with clients. The sheet (Appendix B) was filled out when clients called, came to classes, or came to the main office. These sheets were put into loose leaf notebooks and as the project grew, so did the notebooks.

In addition to the client book, recent job openings were compiled into a job book so that when a client called or came by to talk about jobs, staff members had ready access to what was available in the city. During the first month of operation, the client advocate attended a job fair which introduced the project to many of the city's personnel directors in both the private and public sector. At the fair, the client advocate put Redirected Homemakers on the mailing list of the city, county and state offices and soon received the job openings for each of these on a weekly basis.

The staff concentrated on keeping the record system simple and concise. They wanted to record information that was necessary and beneficial because they knew there wouldn't be time to fill out page after page of biographical data and knew that clients wouldn't want to fill it out either.

In the third month, Redirected Homemakers sponsored a workshop with Kelly Services for women who were returning to work. Together, Redirected Homemakers and Kelly Services advertised the workshop.

- Invitations were sent out to clients of Redirected Homemakers and Kelly Services.

- Posters were printed and put up around the city and at each community school.

- The project facilitator and a representative from Kelly Services appeared on a local television talk show the day before. They discussed the workshop and its purpose, as well as the purpose of Redirected Homemakers and Kelly Services.

- The media was contacted and television reporters were there to interview clients on their reactions.

With more than 60 people in attendance, Redirected Homemakers felt the experience was a success. It was the first of three workshops the project would sponsor and for this first time, it was a good idea to sponsor it with a well-known employer. Kelly Services proved to be a valuable contact throughout the project and could be counted on for support.

As each contact was made, the name was recorded. A list of community agencies and employers and clients was compiled on a daily basis. The list has grown from zero to over 4,000 and is now the project's official mailing list.

Where Do You Live?

During the first twelve months, our office was in a small room about the size of a bathroom or a walk-in closet. It was located directly across from the project coordinator's office. He witnessed, first-hand, our successes, problems, frustrations and disappointments. I could almost sense his frustrations when children, who came with their mothers, would tear into his office and turn over the trash can time and time again. Space and privacy were definitely a problem. When women who were really upset came for counseling, everyone in the office could hear their stories, even when we closed the door. Ann and I knew when people were listening because everything stopped--typewriters, office chatter--everything, except the phones.

Flynn Noguiera
Client Advocate

ON YOUR OWN . . .

What Comes First? -- Everything

- *Introduce your program to those persons within the organization to which your project belongs.*
- *Decide on the content of services, how they will be provided and by whom.*
- *Decide how the services you have stated in the proposal will be implemented and by whom and according to a specific time table.*
- *Schedule the services.*
- *Publicize the project.*
- *Compile a list of the contacts made to date and begin a record of community contacts.*
- *Contact community agencies and employers; meet with them individually to tell them about the program.*
- *Contact community organizations and service clubs and ask to speak at their meetings. (These are a source of jobs, instructors, clients, supporters.)*
- *Design a record-keeping system that fits your needs.*

CHAPTER 5

Assessing Needs and Providing Services

Frances M. is 52 years old and recently divorced. She has never worked outside the home and must now find a job. She has years of volunteer experience but doesn't know how to go about finding employment. Since her divorce, she stays in the house a lot, drinking and trying to forget what is happening to her. She finds it increasingly difficult to face the days and hopes somehow it will go away. After all, for the last fifty-two years, someone else has made the decisions for her.

Mary R. is 36 and a widow. She has four children, the oldest of whom is 15. Mary has always held minimum wage jobs, with no future or opportunity to learn a trade. Her dream is to finish her education and become an auto mechanic. She likes fixing cars better than any job she's had and knows a lot about them. But to get a job as an auto mechanic, she needs her own tools and someone who is willing to give her a chance. The tools cost money and she doesn't know where to begin.

Intake and Referral

As Redirected Homemakers matured and grew, the staff became more aware of differences in clients' needs in each of the community schools. It became evident that one set of classes and one type of instructor would not work. The program needed classes and instructors throughout the city that could help meet the emotional and employment needs of clients like Frances and Mary. In order for Redirected Homemakers to impact the community, staff had to design classes and a referral system that was sensitive to clients' needs in <u>each neighborhood</u>.

A strong point to the project was the fact that staff had investigated the community to find out who would be good instructors for each neighborhood. They compiled a list of community residents and professionals in the field and matched them to the classes where they knew the instructors would be successful.

In several instances, it was a resident in the community who proved a better instructor than a professional because of the fact that the community person lived in the neighborhood, knew the families and understood their struggles.

Ideas for Classes

As Redirected Homemakers became aware of the special concerns and needs of clients in the different neighborhoods, they expanded the types of classes offered. Below is a list of some of the topics displaced homemakers throughout the city wanted to discuss.

How to Find a Job
Getting to Know Yourself
Decision-Making and Goal-Setting
Stages of Divorce
Dealing With Loss
Resume Writing
The Interview Process
What is the Right Career for Me?
Stress Management
The Importance of Moving Forward
Employers Talk (a panel of local employers discuss what they look for when they hire)
Helping Children Cope with the Loss
Assertiveness Training

The classes--Impressions from clients and instructors

Through sharing and having competent people to teach the classes, we were able to build and reaffirm a sense of confidence and a feeling that we could go back into the world. We could see others in the same situation as others. A wonderful sense of camaraderie developed in the series of job classes I attended.

Beth Sebesta
Client

It made a difference that the classes were in my neighborhood. I knew I wasn't like the other older women, but we came from the same culture and had grown up in the same environment. This made it easier for us to communicate and figure out what we needed to do for ourselves.

Client

In my group on the east side, we started out in the community school and that didn't work because most of the women had less than a high school education and being in a school setting was threatening. So we moved to the church and for Chicana women, when you're feeling down and out, the place we have associated with feeling better is the church. It made all the difference in the participation and sharing that went on . . . The rewarding part of the program that I saw, was when the women realized that there are decisions only they can make and when they finally decided one thing for themselves, it made them feel so much more in control.

Alicia Olave
Instructor

These classes provided the women an important network of support . . . and one of the strongest benefits I see is for the family. The activity of gaining job information helps the whole mental attitude of the parent and consequently the child.

Bob Murff, Director
University of Texas
Career Counseling Center,
Advisory Board Member
Instructor

I had never had a chance to share with groups of people the things that have happened to me in my life, and that made me feel good to be able to say to people how I survived the prejudices, the put downs, and share with them how to develop self-esteem and self-confidence and accept themselves as I had to learn to accept myself. My experiences let them know there was a place for them.

Johnnie Cavanaugh
Former Community/Staff Liaison

On-the-Job Training

In addition to offering classes in personal growth and job information, Redirected Homemakers provided office skills classes in several of the community schools. The list below shows what type of skills class was offered at two of the community schools.

Becker Community School - Typing for Redirected Homemakers. Need to learn to type or just brush up on your skills? Work at your own pace.

Fee: Free M-W-F 3:30-5:00

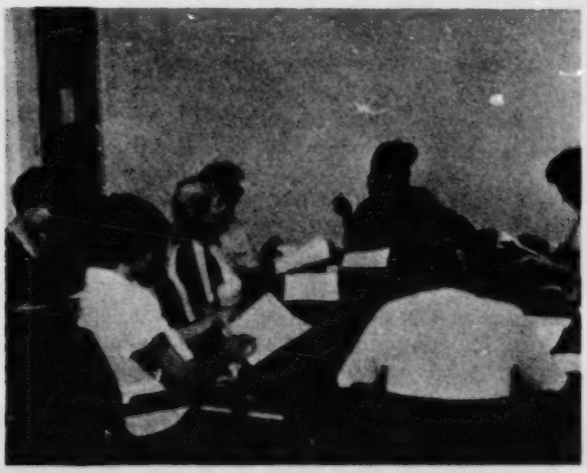
Brooke Community School - Basic Math and Civil Service Training - Short, intensive brush-up for those wishing to return to work.

Fee: Free T-Th 7:00-8:00

In the case of Redirected Homemakers, the effort was made to find out first what the clients wanted to do. The staff didn't encourage the traditional approaches to helping women find jobs (e.g., "the best place for you is in the office"). Staff talked to clients individually and in the classes to help them decide what type of jobs they wanted, not what they had always been told they should do. The focus was on finding the women employment that offered a future and the opportunity to learn or relearn skills. Clients were encouraged to explore jobs they had resisted thinking about but had always wanted to try. This counseling, coupled with the reality that sometimes the client had to take the first job that came along, helped channel the client in a more positive direction and helped her design realistic job goals.

Job Placement

Redirected Homemakers staff members paid careful attention to how they matched clients to jobs. They never forgot that their reputation was being formed that first year and wanted their job recommendations to benefit both clients and employers. This attention to careful matching was effective, because eventually employers called in job openings to Redirected Homemakers. However, the unawareness of who displaced homemakers are and what they need was evidenced in the fact that many of the jobs were part-time, minimum wage, and without opportunity for advancement or skill training. Education of the community to the needs of displaced homemakers was an endless task.



When a woman called or came by the office, the information was recorded. During the first visit with a client, staff focused on meeting the woman's immediate needs, which could be one or all of the following: food, shelter, emotional assistance, employment, job training, education, transportation, child care. The current brochure was given to the client and arrangements were made as to what would happen first. If the woman was in desperate

need of emotional support, she was encouraged to attend the classes in her neighborhood. Often she was given the names of other women in her area who were also attending the classes. When necessary, the woman was provided individual counseling on a regular basis. If her needs were financial and the chances of her holding a job at this time were unlikely, she was referred to an agency which could provide financial assistance, and she was encouraged to attend classes.

Through time, the staff realized that channeling clients into the classes (during the day or evening) proved effective and beneficial for all involved. Looking back, staff members felt they should have required clients to attend a certain number of classes depending on the client's most pressing need, whether it was developing job-hunting skills or building self-confidence.

When Redirected Homemakers offered the first set of classes during the start-up, "What's Happening to Me," and "I've Got to Work," staff members taught them all. Everyday they went into another neighborhood, getting a feeling for each community. This experience was one of the most valuable because it let them know, first-hand, what would and wouldn't work in each area and at each community school. In this way, they were prepared to hire instructors who were sensitive to client's needs and sensitive to their cultural differences. The fact that Redirected Homemakers included money in the budget to hire community resource people to teach the classes (at $10 per hour) strengthened the overall operation of the program.

They definitely had an impact on the community. They explained to employers over and over again through media, personal visits, presentations, that the management of a home gives one a myriad of skills and that the volunteer experience women have translates into employment skills. Their efforts are one more reason why employers are hiring people based on volunteer experience.

Nita Wathen
Texas Employment Commission
Advisory Council Member

Because of Redirected Homemakers, I was able to hire a mature woman who was interested in doing a good job. Employers want someone they can depend on to be there and women who are working again for the first time take it seriously and will work to make it last. I found out about the program through the newspaper. I just wish it had been around when I had to go back to work.

Mary Volt, Director
American Diabetes Association
Austin

What I liked about the project was that the staff got to the point quickly. They recognized the need for immediate training and didn't fool around with a lot of questions. For most of us, it's doing something--getting our feet wet again after so long. I took the office skills class and throught it was excellent. It gave me the confidence I needed to start looking for a job.

Client

What made a difference to me, was knowing I could talk to someone who would listen to what I wanted to do and help me figure out a way to do that instead of taking a job I hated or taking the first job that came along.

Client

For many of the clients who come to Redirected Homemakers, immediate job placement is an unrealistic, frustrating experience. For these women, the first task which demands attention is the rebuilding of self-esteem. However, reality of living, providing food and shelter for herself and her family remains. Without marketable skills and a job that pays, it becomes increasingly difficult for the woman to rebuild self-confidence and obtain gainful employment. It is a never-ending circle, full of traps and obstacles for the women who can't break out.

During start-up, the staff worked to become familiar with job training programs in the community, procedures for applying for grants to return to school, low-income housing, medical assistance, social security benefits, food stamps, and financial assistance programs. In this way, the staff was able to assist the client, and help her become aware of choices she had in rebuilding her life. This approach involved the client in community services and simultaneously helped her look at her situation with more than one focus.

When Sylvia P. came to Redirected Homemakers, she had gone to more than 40 job interviews--none of which resulted in a job. She was discouraged, depressed and drained of self-confidence. Sylvia had been divorced for several years but was having a hard time moving ahead. The staff channeled her into the series of eight job classes they were offering and referred her to their contact at the Texas Rehabilitation Commission. Through this agency, Sylvia was able to complete her education and get into a job training program. This referral helped her regain the self-confidence she needed to put her life back together.

POINTS TO CONSIDER IN HELPING CLIENTS MAKE JOB/CAREER CHOICES

When clients come to you looking for jobs, job training or information on returning to school, there are factors that must be considered before a final decision is made. Some points you will want to think about are outlined below.

.Talk with clients to get a good idea of the skills they have. Often clients have done all kinds of jobs as homemakers and volunteers and are not aware of how their abilities translate into marketable job skills.

.Discuss with clients the type of environment in which they will feel comfortable working. If clients have never worked outside the home or have not worked in a while, their job environment is very important and will have a great deal to do with the success they experience. For example, will she like working in an office with 20 other people, will she like working at night even though the pay is higher, etc.

.Many clients focus on traditional jobs as their only alternative. Brainstorm with the client and find out what she would like to do and encourage her ideas, especially if they are in non-traditional areas. Remind her of the difference in pay between traditional and non-traditional jobs. If the non-traditional job descriptions scare her (i.e., client will have to lift 50 pounds), remind her she lifts her six-year old son who probably weighs this much or more.

<u>If the client wants job training</u>:

.Talk to her about training programs that are available in the community. Get her involved in finding out what's available.
.Help her identify training programs that will allow her to compete in growing job fields.
-Make her aware of free vocational testing that is available usually through the state employment office in determining what fields she wants to pursue.

If the client wants to return to school:

.Talk with her about the realities of going back to school, paying for tuition, books, child care, having to study and attend a regular schedule of classes and, if necessary, work part-time. Simultaneously, make her aware of the positive aspects to this choice, (i.e., this is a good way to obtain knowledge about herself and the world around her and a good way to define career goals.) As the counselor, be aware of financial aid programs for which she qualifies that are available at local community colleges and universities. Check out these sources in both the public and private sector.

For the client who wants to find a job:

.Identify employers who award credit to their employees for work experience in the home and volunteer experience in the community.

.Find out what industry is in your community that is a source of jobs and/or job training for skilled marketable work.

.Speak with the prospective employer first to get a feel for the type of person he/she is looking for before referring the client for a job interview.

.Invite employers to come and speak to your classes to meet clients and discuss job opportunities in the community. This increases the client's chance for securing employment and at the same time enhances the project's credibility with local employers.

.If the client has children, help her identify jobs that offer insurance and retirement plans. Discuss with the client the importance of thinking about these things as she looks for a job.

CHAPTER 6

Developing Community Support

Community support is vital for projects like Redirected Homemakers. In order to develop this support, you must involve the community as much as possible. As mentioned in Chapter 1, the community education process became an integral part of the project's development and this included its effort to gain community support. The project followed closely the community education process as it reached out to the community in terms of assessing community needs (clients, employers, and agencies), identifying community resources, speaking to local groups and evaluating the efforts.

Redirected Homemakers used several means of involving the community and developing support. The project:

- .established an advisory council.
- .spoke to businesses and community groups.
- .developed an information and referral service for clients and other social service agencies.
- .sponsored special projects and involved employers and community leaders.
- .kept the project in the eye of the media.

The Advisory Council

Redirected Homemakers developed an active 22-member advisory committee which met on a monthly basis and provided guidance, support, jobs and assistance for the project. Initially, the staff sent out letters of invitation to community leaders, business leaders, political figures, former displaced homemakers, and job counselors. The letter explained what the duties of the council would be and what would be expected of its members. The letter listed goals and accomplishments of the project to date.

When setting up an advisory council, it is important to consider who you want on it--in other words, think about the type of people your project needs in order to provide the type of support it needs. Because Redirected Homemakers was new to the community, the staff tried to invite people who were recognized leaders in their professions and in the community as well. The members included a personnel director of a large department store, the job counselor from the state employment office, a school board member, a state senator, several former displaced homemakers, a client, and the assistant director of the Battered Women's Center. Because of its diversity, the council was able to help the staff educate the community to the needs of displaced homemakers because the council brought to the project skills which enhanced the project's visibility and credibility.

Speaking Engagements

Below is a list of some of the organizations and businesses Redirected Homemakers contacted throughout the project. When possible, the staff spoke at the business meetings of community groups and made appointments with personnel directors of the major businesses. Staff members talked to these people about the project and its advantages for the business community. In each case, staff passed out brochures describing the project.

Community Groups

Personnel Association
Conference of Churches
Chamber of Commerce
Commission on the Status of Women
National Organization of Women
Jaycees
Rotary
County Commissioners
Black Ministerial Alliance
Bankers Association
Travis County Women Lawyers Assn.
Parents Without Partners

Businesses

Motorola
Texas Instruments
Tracor
University of Texas
Woodward Furniture
State Board of Insurance
Air National Guard
American Founder's Life
Brackenridge Hospital

Information and Referral Service

People don't realize the services available in public employment agencies. Many of the displaced homemakers I saw would have been afraid to come had it not been for the direct referral network Ann and Flynn got going. And I gained a lot of knowledge in the exchange because I became more aware of other agencies and their services, and I, in turn, was able to refer people to Redirected Homemakers.

Nita Wathen, Counselor
Texas Employment Comm.

One of the most rewarding aspects to the program for me was to see how the community came through for us. People who had not been verbal before spoke on our behalf when we really needed it. I learned that even though you won't get immediate feedback from every contact you make, when you need it, it's there.

Ann Finch

Referral Services

Another good way to develop community support is to know what services other agencies provide and refer clients to these agencies when appropriate. Redirected Homemakers developed an information and referral service for clients and other agencies which included information on housing, medical assistance and legal advice, as well as contacts within the Texas Employment Commission, Food Stamp Office, AFDC, Travis County Human Services Office, CETA Office, employers, churches and the military. It worked as a referral exchange. In other words, Redirected Homemakers made referrals to these agencies and in turn accepted referrals from them.

In each case, the staff developed a contact within the agencies so that when a client needed referral, a staff member could pick up the phone and talk directly to someone she knew, someone who knew the program and the situation her client was facing. This approach strengthened the project and saved clients from unnecessary and frustrating trips from one office to the next. Simultaneously, Redirected Homemakers became a source of referral for a group of women whom other agencies had been unable to serve.

One example of the inter-agency referral Redirected Homemakers established was with the counselor at the state employment office, the Texas Employment Commission (TEC). When a client was referred, the client advocate called and made an appointment. This removed much of the fear the client had in going to TEC. Another example of inter-agency referral was the contact made with the Battered Women's Center (BWC). Once a week the client advocate went to the BWC and talked to women

about how to find jobs, write resumes, interview and develop other job-hunting skills. This linkage proved beneficial because when Redirected Homemakers was in danger of losing its funding, it was the assistant director of the BWC who spoke in front of the school board on behalf of the project and told board members how vital the project was for the Austin community.

In each case, these contacts in local agencies became supporters of the project. They became involved in learning more about displaced homemakers and meeting their needs.

An Intern for Redirected Homemakers

One of the most beneficial contacts for the project was with St. Edward's University in Austin. The school awarded funds to assist people in returning to a university setting after being away for a long time. Under the University for Year Action Program, each student worked with a community organization in order to learn how to meet community needs. The program signed an intern over to Redirected Homemakers during the implementation stage and the experience was of valuable assistance for the project facilitator and client advocate who by that time were working with over 200 women. The intern, having personally experienced many of the same situations as the clients, showed immediate empathy and understanding. Her help was invaluable in not only the South Austin community to which she was assigned, but in all aspects of the program.

Special Events/Projects

Redirected Homemakers sponsored two one-day workshops during the first year to expose clients to the different areas of employment they could pursue and to introduce them to key women in Austin who had redirected their lives and started over. The first workshop focused on introduing clients to women in management, women who had started their own businesses, women in construction, and women in different and unusual jobs (like a chimney sweep, policewoman, bus driver). The second focused on women in Austin who had started over later in life. For each workshop, participants chose two of the four sessions they wanted to attend and shared their questions and concerns with the presenters. Both were a tremendous success in terms of making women more aware of the fact that they can redirect their lives. A feeling of confidence and support surrounded each day. (Appendix C) As one presenter observed,

Everyone there knew this was serious business. I was impressed with the women's dedication and conviction. At the same time, the atmosphere was friendly and relaxed. I must say I was captivated by the excitement being passed around.

Before each workshop, agendas were printed, fliers made and distributed in both neighborhoods and business districts. The media was contacted; the workshops were publicized on radio, television and in the newspaper. Both were held at a community school on Saturday. (Appendix C). For each workshop, the staff and advisory council were invaluable sources of help in making sandwiches and cookies and in babysitting the children. Transportation was arranged through the school district using district buses.

A Slide Show

Another project Redirected Homemakers undertook was to put together a slide show about the program. The staff used the media center at the Austin Independent School District for the actual production of the show which tells the story of the project through the eyes of three displaced homemakers. It points out how Redirected Homemakers and the community can assist women in making the transition from homemaker to independent, self-sufficient person. Now, when the staff speaks before groups, they can use the slide show as the general introduction to explain the project.

Open House

The Redirected Homemaker's staff used the holiday season as the time to introduce the community formally and personally to their project. An afternoon open house was held in December and invitations were sent to employers, community leaders, social service agency contracts, political figures, and advisory council members. Staff members provided food, beverages, decorations and music.

Media

One reason why Redirected Homemakers became a recognized project in the community during its first year was because the staff received extensive media coverage. Each time the project sponsored a set of classes or special events, they informed the local newspaper, radio stations and, when appropriate, the television stations. In addition to 12 television appearances, six radio public service announcements, more than

30 newspaper articles, highlights in three issues of the Community Education brochure (which are distributed to over 35,000 residents and agencies four times a year), the project produced four of its own brochures which detailed the programs, services, and classes offered each quarter. (See Appendix D)

For a project of this nature to survive, media coverage is critical in terms of creating awareness and developing community support.

ON YOUR OWN . . .

Know Your Community

.Be aware of job training programs, their requirements and fees. Make contact with the agency providing the training and get a referral network going.

.Know what educational opportunities are available (e.g., G.E.D., high school diploma programs for adults, junior college, as well as other classes that are offered through women's groups, churches, social service agencies).

.Know the requirements for such services as AFDC, food stamps, low income housing, health cards. Clients will ask you questions concerning these services and if you don't know the answers, know whom you can call to get the information.

.Be aware of city or county funds that assist people in time of desperate need. For example, Redirected Homemakers became aware of a county organization that gives people money for food or shelter or transportation when they have nowhere else to turn.

.Find out who will provide shelter for clients when they have nowhere to go. Check with churches, community service agencies, or other women who would be willing to take someone in for a few nights.

ON YOUR OWN

Developing Community Support-Where Do You Stand?

Below is a set of questions designed to assist you in planning how you will develop community support for your project. You might have to brainstorm your responses with others working with you.

1. What are five methods or strategies you plan to implement in order to generate community support?

2. List key people/organizations/agencies you will contact in your community for support.

Contact	Type of Support Requested

3. If you plan to have an advisory council, what key people do you feel should be on it, given the goals and method of operation for your projects?

Income	Position

4. What media resources are available to you and how do you plan to use these to publicize the project?

Media Source	Publicity Strategy

CHAPTER 7

If We Had It To Do Over Again . . .

Given to do over again, I wouldn't have changed much. But I would tell those who are planning to implement a project of this nature to be aware of how consuming a job it is. What you are doing is volunteering a part of your life. Be prepared to give it all you've got.

Ann Finch

After twelve months of intensive work, Redirected Homemakers knew it had made an impact on the community, During that time, the staff placed seventy-eight women in meaningful, salaried work or in training programs that lead to jobs with a future. They worked closely with more than 115 local employers, established a network involving over 108 local agencies and groups which now provide services to displaced homemakers, and publicized the program extensively through the local media. The staff saw the project benefit the school district, community education, the clients and their families, local employers, and community agencies.

The blow came in the last six months when the staff was informed that the project would not be refunded by the Texas Education Agency's Vocational Homemaking Department, as had been promised. The reason was because TEA decided to allow school districts to determine how they would allocate their vocational funds (under which displaced homemaker projects operate). When the staff heard the news, the project facilitator took action and sought information and support from the agency itself to appeal the decision, and from state senators and the U. S. representative in Washington to speak in behalf of the project.

They found that despite their successes and the obvious impact they were having, people in the upper levels of the educational and political system did not support the concept. When the issue came before the school board, they voted to allocate the bulk of the money to secondary vocational programs. This meant that the only way Redirected Homemakers would stay in business, was on a volunteer basis--reinforcing the board's stereotypic image of displaced homemakers.

Perhaps staff assumed too much. They believed their successes would, in the end, pay off and provide sufficient reason for the school district to pick up the program. They thought their politicians would intervene assertively. But, they discovered that the fight was theirs. The scramble for continued funding showed they had gained support at one level, but, in order for programs like this to survive, support must be developed at all levels, from clients to politicians, to school board members, to superintendents, to directors of the system in which the project is housed.

Despite the frustrations in regard to funding, staff did not give up. They investigated private foundations who were likely funding sources and sent out more than 50 letters of application. When this looked hopeless, they included their project in the Community Education's proposal to the U. S. Office of Education. The result: increased funding, in fact, with the increase in funds, the project was able to serve all individuals reentering the job market. Redirected Homemakers became a part of the Career Planning Services offered through the Community Education Program.

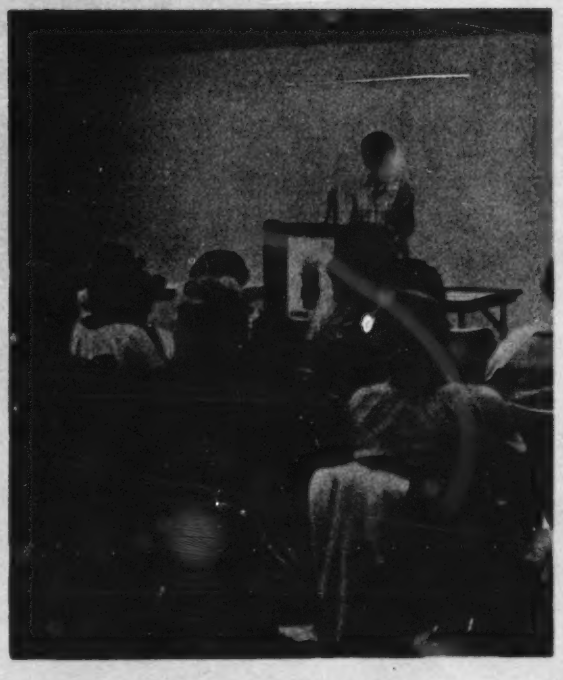
In its second year in operation, the project witnessed increased support from local agencies and organizations. For exam le, a cooperative agreement has been made with the Urban League in which Career Planning Services uses the Urban League's space and equipment for office skills classes and Career Planning Services provides the instructors and recruits the clients. The arrangement has proved beneficial for all involved. In addition, support has come from the community college which funds the position of client advocate.

The opportunity to implement an idea and start a new project was emotionally and professionally stimulating. The energy staff created was in turn felt by the clients and eventually by the business community and school district alike. They involved as many people as possible from all walks of life and showed them how to meet the needs of displaced homemakers and the advantages in doing so.

A Final Assessment . . .

Because of Redirected Homemakers, our Community Education Program now has a more viable adult program. And I believe people are beginning to change their views because of the hard facts and because the staff was so credible . . . Politically, this year, we will approach things in a quieter manner. But last year, we had to establish ourselves and be loud about the fact that we were losing funding. The staff had to take risks. It takes a certain type of people to start a program and really get it off the ground.

Lester Haines



APPENDIX

A . . . . English and Spanish - one-page brochure

B . . . . Information Sheet

C . . . . One-Day Workshops

D . . . . Career Planning Services - Brochure

ATENCIÓN

MUJERES VIUDAS O DIVORCIADAS

El Proyecto para mujeres que no han trabajado por mantener una casa va a tener clases para ayudar a estas mujeres desarrollar sus conocimientos para obtener trabajos.

Este proyecto le puede ayudar con consejos, clases sobre tópicos para ayudarle para preparase para el trabajo, y asistencia en la busca de trabajo.

Si es viuda, divorciada, tiene mas de trienta anos y no tiene trabajo, se puede matricularse en estas clases. Van a ver dos clases en Septiembre y en Octobre.

¿QUÉ ME ESTA PASANDO?
Para la mujer que quedo sola por el divorcio or muerte de su esposo. Esta clase le enseña como contender con el pago de cuentas, el mantenimiento de los niños, y de la casa.

TENGO QUE TRABAJAR
Para la mujer que nunca a trabajado, esta clase le ayuda triunfar sobre el miedo de buscar su primer trabajo. Hablaremos de diferentes trabajos y los requisitos o entrenamientos necesarios. Hablaremos tocante sus experiencias pasadas que puedan ayudarle a buscar trabajo.

Para mas información tocante las clases o el proyecto, llame a la Senorita Flynn Nogueira en el numero 476-7212.

Community Education Office
1607 Pennsylvania
East Wing - Room 108
Austin, Texas 78702
(512) 476-7212

49

REDIRECTED HOMEMAKERS
Austin's Displaced Homemaker Project
Community Education Office
1607 Pennslyvania
East Wing - Room 108
Austin, Texas 78702
(512) 476-7212

For many women today, the rules have suddenly changed. When things that meant the most to them like helping their husbands, raising children and managing homes are taken away, they suffer a great deal. They must start over. Because they are women and may be older, they are discriminated against when they look for a job. They have little or no work experience and do not qualify for unemployment or social security. If their children are grown, they cannot get welfare. They are often left to rebuild their lives with no financial or emotional support. They must gather their courage for a second flight.
The Redirected Homemaker's project will offer counseling, job development,job placement,referral services and classes FREE OF CHARGE for those who have worked without pay as a homemaker and who:

-have lost family income because of illness, death, separation or abandonment
-are over 30 years of age
-are not employed
-are employed part-time but wish to work full-time
-want to get a better job (in a traditional or non-traditional area)

WE NEED YOUR HELP! Please call 476-7212 (day) or 452-2033 (evening) if you can:

-offer a job	-provide transportation
-work with our project	-serve on a committee
-suggest a speaker	-help with babysitting
-suggest a topic	-provide a meeting place

If you know of anyone who could use our services, let us know about them or have them call us.

Redirected Homemakers Fall 1979

WHAT'S HAPPENING TO ME? (A 1½ hour meeting)
For women who are suddenly alone, scared and frustrated; for women who are left to handle the money, insurance, credit and upkeep of a home, we will look at positive ways of dealing with these problems. Some of the things we will talk about are believing in yourself, taking care of your children-alone, paying the bills and getting through today for a better tomorrow. The class is free.

Call the center you plan to attend for room location.

Becker-442-0584	Maplewood-476-2389
Sept. 10, Morning	Sept. 14, Morning
Oct. 3, Afternoon	Oct. 9, Afternoon
Brooke-385-4337	Mathews-476-2421
Sept. 11, Morning	Sept. 17, Morning
Oct. 4, Afternoon	Oct. 10, Afternoon
Cook-837-3415	Northeast-926-5323
Sept. 12, Morning	Sept. 18, Morning
Oct. 5, Afternoon	Oct. 11, Afternoon
Far South-441-8919	Rosedale-452-2033
Sept. 13, Morning	Sept. 19, Morning
Oct. 18, Afternoon	Oct. 12, Afternoon

I'VE GOT TO WORK (A 1½ hour meeting)
For women who have been out of work or who have never worked outside the home, we will try to help you overcome the fear and frustration of looking for a job. We all know there are no easy answers and no perfect solutions. But we will help you improve your skills so that you will have a better chance at a good job. We will talk about things you think are important, like finding out about your job interests and abilities, getting the education and training you may need, turning past experiences into job skills. The class is free.

Call the center you plan to attend for room location.

Becker-442-0584	Maplewood-476-2389
Sept. 20, Morning	Sept. 26, Morning
Oct. 15, Afternoon	Oct. 19, Afternoon
Brooke-385-4337	Mathews-476-2421
Sept. 21, Morning	Sept. 27, Morning
Oct. 16, Afternoon	Oct. 22, Afternoon
Cook-837-3415	North East-926-5323
Sept. 24, Morning	Sept. 28, Morning
Oct. 17, Afternoon	Oct. 23, Afternoon
Far South-441-8919	Rosedale-452-2033
Sept. 25, Morning	Oct. 1, Morning
Oct. 18, Afternoon	Oct. 24, Afternoon

Morning classes are from 10:00-11:30; afternoon classes are from 1:30-3:00. If you need babysitting services for the classes call our office and we'll try to arrange it.

CLIENT INTAKE FORM

NAME_____ DATE_____ PHONE_____

ADDRESS_____ ZIP_____ ETHNICITY_____

SEX____ DATE OF BIRTH_____ INCOME: None _____ Preschool children
$5,000 _____ #_____
COMMUNITY_____ $5,000- School Age Children
$10,000 _____ #_____
SOC. SEC. #_____ $10,000+_____ Older #_____

MARITAL STATUS: _____SINGLE _____MARRIED _____DIVORCED _____SEPARATED _____WIDOWED

EDUCATIONAL LEVEL: _____GRADE SCHOOL _____HIGH SCHOOL _____COLLEGE/DEGREE _____TRADE/BUSINESS _____OTHER

IF YOU HAVE WORKED FOR PAY, WHAT TYPE OF WORK DID YOU DO? WHEN?_____

NON-PAID WORK EXPERIENCE_____

TYPE OF EMPLOYMENT DESIRED_____ SALARY EXPECTED_____

SKILLS: TYPING (wpm)_____ SHORTHAND_____ DATA ENTRY_____ CRT_____

BUSINESS MACHINES_____ EQUIPMENT_____

PLEASE CHECK ANY OF THE FOLLOWING WHICH COULD CAUSE A PROBLEM WITH EMPLOYMENT.

_____Transportation
_____Child Care
_____Unable to lift/stand
_____Lack of Education/Skills
_____Health
_____Language
_____Other (please specify)
_____

WHICH OF THE FOLLOWING ARE IMMEDIATE NEEDS THAT YOU NOW HAVE? (Check as many as apply.)

_____Food
_____Clothing
_____Housing
_____Living Expenses
_____Transportation
_____Child Care
_____Medical Assistance
_____Community Information
_____Legal Information
_____G.E.D.
_____Job
_____Counseling
_____Training/ Education

WHICH OF THE FOLLOWING DO YOU NOW RECEIVE? (Check as many as apply.)

_____Aid to Families with Dependent Children
_____Temporary Alimony/Support
_____Child Support
_____Social Security Benefits
_____Pension
_____Veteran's Benefits

OTHER_____

HOW DID YOU FIND OUT ABOUT THIS PROJECT?_____

WHY HAVE YOU CONTACTED THIS PROJECT_____

INTAKE QUESTIONNAIRE

DATE	STAFF MEMBER	TYPE OF CONTACT	DATE	STAFF MEMBER	TYPE OF CONTACT

DATE	STAFF MEMBER	TYPE OF CONTACT	DATE	STAFF MEMBER	TYPE OF CONTACT

DATE	STAFF MEMBER	TYPE OF CONTACT	DATE	STAFF MEMBER	TYPE OF CONTACT

COMMENTS: _____

FIRST SESSION

10:30-11:15 **Women In Management:** Room 13

Val Alvarez - Superintendent, Electronics Lab. U. T.

Johnnie Cavanaugh - Austin Independent School District

Women Who Own Their Business: Room 15

Susan Bagwell - Instant Replay

Elsie Lovelady - South side Printing

Women In Construction: Room 16

Jan Herring - Hang It Up, Wallpaper

Kitty Berg - Construction Supervisor, Haskel Griffin Building Inc.

Have You Thought About? Library

April Jackson - Chimney Sweep

Esther Thompson - City of Austin, Bus Driver

WOMEN AND WORK DAY

SPONSORED BY REDIRECTED HOMEMAKERS

FEBRUARY 9, 1980

AT

MAPLEWOOD COMMUNITY SCHOOL

WOMEN AND WORK DAY

AGENDA

8:30- 9:45	Registration Coffee
9:15-10:00	Introduction and Welcome - Ann Finch Guest Speaker - Representative Wilhemina Delco
10:00-10:15	Program and Session Explanation - Ann Finch
10:15-10:30	Break
10:30-11:15	First Session - See attached sheet for details
11:15-12:00	Second Session
12:00-12:45	Lunch
12:45- 1:30	Third Session
1:30- 2:15	Fourth Session
2:15- 3:00	General Session

OUR APPRECIATION TO

THE FOLLOWING PEOPLE WHO HAVE MADE THIS DAY POSSIBLE

Girl Scout Troop #58 Mrs. B. Smith

Redirected Homemakers Advisory Council Members

Representative Wilhemina Delco	Ms. Janie Milner
Ms. Mary Jane Ernest	Dr. Bob Murff
Ms. Billie Franke	Rev. & Mrs. J. E. Obey
Ms. Nadea Gizelbach	Mr. Larry McGinnis
Ms. Rose Hall	Ms. Beth Sebesta
Ms. Wacille Johnson	Ms. Janie Serna
Ms. DeCourcy Kelley	Ms. Jean Stansberry
Ms. Patricia Lindley	Ms. Majorie R. Trowell
Ms. Elvera Marshall	Ms. Nita Wathen
Ms. Eve McArthur	Ms. Mary Ann Whetsone
Mayor Carole McClellan	Ms. Laura Woodard

The Women and Work Day Presenters

Maplewood Community School

54

APPENDIX C

WOMEN STARTING OVER

Second Career Day

SPONSORED BY

JUNE 7, 1980

Maplewood Community School

3808 Maplewood Ave.

SECOND CAREER DAY

AGENDA

9:10 - 9:15	Introduction and Welcome Ann Finch
9:15 - 9:45	Opening Address Mrs. Janie Briscoe
9:45 - 10:00	Program Explanation Ann Finch
10:00 - 10:15	BREAK
10:15 - 11:00	First Session
11:00 - 11:45	Second Session
11:45 - 12:30	LUNCH
12:30 - 1:15	Third Session
1:15 - 2:00	Fourth Session
2:00 - 2:15	General Session

SESSION 2

WOMEN RETURNING TO SCHOOL — Room 13

Ada Harden -
Volunteer Resource Specialist, Austin Independent School District

Jeannette Wood -
Student, ST. Edward's University

WOMEN RETURNING TO WORK — Room 24 Portable

Hazel Obey -
Administrative Aide to Representative Wilhemina Delco

Gloria Pennington -
Director, Senior Lunch Program

WOMEN WHO OWN THEIR BUSINESS — Room 15

Jan Warfield -
Jan's Travel Store

Betty Ann Smith -
Consultant, Career Associates

REDIRECTED SENIOR — Room 16

Alma Sioux Scarberry -
Senior Aide, Publication Specialist, Austin Parks and Recreation Department.
"Don't Let Age Be Your Cage"

REDIRECTED HOMEMAKERS

REDIRECTED HOMEMAKERS will assist displaced homemakers to make the transition from full-time homemakers to self-sufficient, independent people. We will provide classes, counseling, job development, job and educational placement and referral services for displaced homemakers FREE of charge.

A displaced homemaker is a person who has contributed years of unpaid work toward the maintenance of a home and a family who, during those years, relied on the financial support of another family member. This person becomes "displaced" when he/she loses that support through divorce, separation, widowhood or other loss.

Displaced homemakers are:
- ineligible for existing financial assistance (such as social security, unemployment or welfare)
- discriminated against in the job market because they are female and older
- in need of information about financial matters, career choices, training and educational opportunities, insurance and pension benefits, legal considerations, health services and counseling services.

SCHOOL LOCATIONS

Austin Public Library
800 Guadalupe

Bedichek
6800 Bill Hughes Rd.

Carver Library
1161 Angelina

Cook
1511 Cripple Creek Dr.

Pearce
6401 Hampton Dr.

Rosedale
2117 W. 49th St.

St. Elmo
600 W. St. Elmo Rd.

FALL, 1981

COMMUNITY EDUCATION OFFICE
Redirected Homemakers
1607 Pennsylvania
Austin, Texas 78702
476-0214 or 476-0164

NON-PROFIT. ORG.
U.S. POSTAGE PAID
AUSTIN, TEXAS
PERMIT NO. 3220

Redirected Homemakers
AUSTIN INDEPENDENT SCHOOL DISTRICT

AUSTIN'S REDIRECTED HOMEMAKERS PROJECT

Community Education
1607 Pennsylvania
East Wing - Room 205
Austin, Texas 78702
476-0214 or 476-0164

Community Education is a community project which is funded jointly by the Austin Independent School District and the City of Austin. The services listed in this brochure have been made possible by funding from the United States Department of Education, Grant No. 259-914-11-491.

Ann Finch
Betty Jean Smith

How To Get A Job

A series of classes designed to increase your chances of the job you want. Begin the series at any time. Attend the class which is most convenient. Classes are all FREE.

CAREER INVESTIGATION/JOB HUNTING TIPS. Looking at the world of work in light of what you want and need. Gather information and other techniques for getting a job will be stressed.

Rosedale	September 8	T	10:00-12:00 a.m.
St. Elmo	September 10	Th	7:00- 9:00 p.m.

CAREER EXPLORATION. Discussion of the types of jobs that are available, including non-traditional jobs.

Rosedale	September 15	T	10:00-12:00 a.m.
Carver Library	September 17	Th	7:00- 9:00 p.m.

RESUME WRITING. Learn how to prepare a resume that reflects your past experience and talents in a positive light.

Rosedale	September 22	T	10:00-12:00 a.m.
St. Elmo	September 24	Th	7:00- 9:00 p.m.

EMPLOYERS TALK. Local employers discuss what they really look for in employees.

Rosedale	September 29	T	10:00-12:00 a.m.
St. Elmo	October 8	Th	7:00- 9:00 p.m.

THE SUCCESSFUL JOB INTERVIEW. Learn how to sell yourself to an employer.

St. Elmo	October 1	Th	7:00- 9:00 p.m.
Rosedale	October 6	T	10:00-12:00 a.m.

JOB SEEKERS WORKSHOP. A workshop for those who are looking for work. We will help you make contacts, find information, improve job search skills, and keep up your spirits.

Kealing	September 14-October 5	M	10:00-11:30 a.m.

Just For YOU

DEVELOPING SELF-ESTEEM. Discover your strengths and improve your self-image.

Rosedale	September 10 & 17	Th	3:00- 4:30 p.m.

STRESS MANAGEMENT. Discusses the cause of stress and some effective ways of handling it in daily life.

Bedichek	September 22	T	7:00- 9:00 p.m.

SINGLE PARENTING. A group discussion of issues related to being a single parent.

Cook	October 6	T	7:00- 9:00 p.m.

ASSERTIVENESS TRAINING. How to communicate your needs properly, gain more control in your life, develop self confidence and decision making skills.

Austin Pub. Library Meeting Room A - 4th Fl.	September 15 & 22	T	9:30-11:30 a.m.

DIVORCE RECOVERY. Divorce is the end of a relationship, not the end of your life.

Pearce	September 9 & 16	W	7:00- 9:00 p.m.

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